



## **'Rebuilding Lives? The human impact of Social Clauses in construction projects**

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# **REBUILDING LIVES? – THE IMPACT OF SOCIAL CLAUSES IN CONSTRUCTION PROJECTS**

**RIBA Research Trust Research Report**

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## Abstract

Social Clauses are an initiative formed out of the Social Value Act (2012) which seeks to recruit the long-term unemployed through public procurement, to meet recruitment targets and deliver social value. However, there is concern that the construction industry lacks the mechanisms to effectively implement such initiatives. This is due in part to the traditional culture of the construction industry and its failure to appreciate the wellbeing of those in its employment.

Academic studies to date have sought to evaluate the opinions of contractors and clients. However, there are no studies to date which have investigated employee's experiences under social clauses, in particular, impacts on employee wellbeing. As suicide rates in the construction industry in Northern Ireland are the highest of any occupational group according to NISRA Statistics (NISRA, 2016), wellbeing is critical at a time when the industry is experiencing skills shortages.

Anecdotal studies show that architects are currently uninformed about this area of procurement reform and require the evidence to engage in debate and make informed decisions about the value and viability of social clauses. The changing role of the architect is important in driving procurement and professional education reform. The questions which formed the basis for this study were:

1. What is the extent of social value in construction procurement?
2. What are the experiences and outcomes for persons employed on projects under social clauses and for employers?
3. What can be learnt from these findings to inform the architecture profession?

Following a review of the policy context for social clause provision and an extant literature review, a Wellbeing Framework was developed. Interviews were undertaken with 42 employees and 30 employers across 10 live construction projects. Observations were aligned and discussed, and reflections were presented for discussion. Additional analysis was carried out comparing government supported social clause initiatives with non-mandatory clauses from a range of contracts.

Analysis determined the strengths and weaknesses of the current 'state of the art'. Social clauses are perceived as a positive opportunity for personal development by employees but as a contractual necessity by employers although there is an increasing acknowledgement of the important role of social clauses for communities.

The study identified that there needs to be greater focus on social clauses as paid employment rather than merely work experience, and the potential for converting fixed term contracts into long-term employment opportunities. Furthermore, the architecture profession should be cognisant of these insights in informing the growing demand for integrated courses and Higher Level apprenticeships for architecture.

**Keywords:** *Social Value, Procurement, Wellbeing, Long-term unemployed, employers, Architecture profession*

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## 1.0 INTRODUCTION

Social value is defined as the quantification of the relative importance that people place on the changes they experience in their lives. Some of this value is captured in market prices however it is also important to consider and measure this social value from the perspective of those affected (Social Value UK, 2018). Architects are historically the gatekeepers of professional and ethical practice in the built environment and are becoming increasingly involved in public sector D&B projects engaging with contractor-led teams and the wider supply chain. In 2012, the Social Value Act was introduced in the UK and required that clauses are written into construction projects which required the recruitment of long-term unemployed persons to meet recruitment targets (Social Enterprise, 2012).

Thai (2001) argued that there are two types of goals for public procurement. Firstly, procuring goods and services, similar to the commercial goals of any profit-generating organisation. Secondly, non-procurement goals, creating socio-economic benefits such as alleviating poverty, supporting local markets, the inclusion of ethnic minorities and improving educational standards. Responsible procurement is enshrined in current EU law as “*respect for Human rights*” in the “*fields of Environmental, Social and Labour Law*” (Clause 18:2) (TSO, 2015) and drivers include social value legislation and policy, economic imperatives, stakeholder pressures and ethical influences (Worthington *et al.*, 2008). The Joseph Rowntree Foundation identified that, even in times of austerity, public procurement can drive forward improvements in social well-being through employment (MacFarland, 2014).

The main criticisms of this pursuit of socio-economic advantage are increased costs; lack of clarity in purchasing contracts; and the potential for discrimination against non-national suppliers or vulnerable groups (McCrudden, 2004). Many of those from the long-term unemployed who are employed through social clause initiatives in construction come from disadvantaged communities and take up the employment in the hope that it will provide long-term sustainable work for them and their families. The Centre for Economic Empowerment recently warned, “*there needs to be more focus on the actual outcomes (of social clauses) rather than the level of activity being generated*” (CEE, 2012). Similarly, Koen *et al.*, (2012) proposed that re-employment research should take a more person-centred approach to advance insights in this area. Erridge (2007) further argued, “*the potential for procurement to achieve the socio-economic goals of government has been restricted by an over-emphasis on market driven commercial goals, valuing economy and efficiency over social welfare and public value*”.

In built environment literature, academic studies to date have sought to evaluate the opinions of employers, particularly contractors (Edie and Rafferty, 2014) and clients (Eadie *et al.*, 2011), to social value initiatives. However anecdotal studies show that architects are currently uninformed about this area of procurement reform and require the evidence to engage in debate and make informed decisions. The research will investigate the impacts and outcomes on persons employed under social value initiatives specifically in the built environment and reflect on the implications for the industry and the profession.

Four research questions form the basis of the research:

1. What is the current practice of social clause implementation in public sector projects?
2. What are the experiences for employers using social clauses?
3. What are the impacts for long-term unemployed persons employed under social clauses?
4. What can be learnt from the findings to inform the architecture profession?

The urgency of the study stems from the requirement for UK public procurement policy to meet government targets on economic, environmental and social sustainability across all key industry sectors, including construction, by 2020.

## 2.0 CONTEXT

### 2.1 Social Value

The UK government has recognised social value, as an imperative deliverable, since 2012 when it gained a formal place on the pre-procurement agenda of public sector clients with the passing of the Social Value (Social Value, 2012) Act. The Act was originally introduced to help the voluntary sector and social enterprises access public sector contracts and to widen the definition of 'value' beyond financial advantage. Social value applies to all contracts covered by Public Contracts Regulations (2015) and calls upon clients to consider how money being spent can deliver not just the project itself but *'might improve the economic, social and environmental well-being of the relevant area, and how, in conducting the process of*

*procurement, it might act with a view to securing that improvement'* (PCR, 2015).

Flora Samuel, RIBA Vice President for Research, reported that social value in design is moving up the agenda, following an important shift in emphasis in the Treasury's 'Green Book' – the basis of government cost-benefit analysis and the appraisal of public investments – from purely economic to broader socio-economic value. Samuel states that, *'This recalibrating of government policy presents a significant opportunity for architects to demonstrate their real worth,'*. Furthermore, she notes that *'is important to make sure that social value takes its rightful place next to other kinds of value when decisions are made about how to spend money for the public good'* (Samuel, 2018). To this end, Samuel is working with the University of Reading's Research Practice Leads group, the New Economics Foundation and the Ministry of Housing, Communities and Local Government to develop a toolkit for the demonstration and monetisation of social value. Samuel's toolkit seeks to establish a baseline of social value in making sure social value is embedded into procurement processes thus helping decision makers include the social value of design, and thus embrace user well-being, into policy and procurement. This process of change is innovative ensuring design is embedded into the procurement process. However, the wider construction industry has struggled to embrace social value into its traditional delivery processes which has focused on procedures at the expense of employee-centric concerns.



### 2.1.1 Social innovation

Social innovation is the process of developing and deploying initiatives to challenge established business norms in support of social progress (Mulgan, 2006). It often refers to innovative activities and programmes that are designed to meet a social need and are diffused through organisations (Nicholls and Murdock, 2012).

Moore (1995) identified that legislative committees often seek to micro-manage public sector operations by imposing specific restrictions on operational programs and, therefore, the opportunity for innovation is often restricted. Additionally, construction, as a sector, is historically a transactional, product-orientated industry driven by the need to meet quantifiable requirements in terms of time, cost and quality. Therefore, any attempt to move towards social value has required the industry to make a seismic shift towards more relational and service-oriented outcomes (Smyth *et al.*, 2016). The competencies required for social innovation include learning and adapting (Den Hertog *et al.*, 2010) and such attributes are not traditional competencies pursuant with a people-centred culture in construction (Egan, 1998). The adoption of social clauses into the construction industry and away from a traditional process-based emphasis requires a significant shift in practice to a more person-centric focus. Therefore, socially responsible procurement is challenging process-driven praxis rather akin to the development of Health and Safety and workers welfare did to a previous generation (Lingard and Rowlinson, 2005).

## 2.2 Procurement and Employment

The use of public procurement as a tool for generating employment is not new. As far back as the 19<sup>th</sup> century in Europe and North America, government contracting was used to address issues of labour standards and unemployment, during the 20<sup>th</sup> century to include employment provision for disabled workers and, more recently, to address racial inequality (Erridge and Hennigan, 2006). Social value in procurement has its origins in a cross-section of literature including Corporate Social Responsibility (Hughes, 2009; Zhao *et al.*, 2012; Frynas and Stephens 2015; Loosemore and Lim, 2017) public procurement (McCrudden 2004; Erridge and Hennigan, 2006; Thai and Piga, 2007; Walker and Brammer, 2009; Georghiou *et al.*, 2014) employability (Fugate *et al.*, 2004; Greasley *et al.*, 2005) skills shortages (Mackenzie *et al.*, 2000; Jones *et al.*, 2006) poverty and social deprivation (Watermeyer, 2000; Macfarlane, 2014) and social value (Erridge, 2005; Farag and McDermott, 2015; Burke and King, 2015).

Employment creation is an important output of socially responsible procurement. However, even the Social Value Act's supporters admit that the original legislation was vague and that it has been held back by the lack of a commonly accepted definition of social value. A further complexity is that public sector clients are unable to recognise the various opportunities for adding social value when procuring work. In construction, the accepted means of implementing such responsible procurement measures relies largely on contractual arrangements agreed at appointment stage, commonly known as social clauses.

### 2.2.1 Social Clauses

Social clauses are an outworking of the Social Value Act (2012) which requires recruitment of the long-term unemployed (and other targeted groups) through the vehicle of public procurement, to meet recruitment targets and deliver social value to construction projects with the aspiration of enhancing the employees quality of life (Erridge and Hennigan, 2007; Mackenzie et al., 2000).

Since 2012, such conditions have been adopted into the procurement practices of the UK legislative assemblies (Blee and Pidgeon, 2014; Social Value Act, 2012; Community Benefits, 2012; Community Benefits in Public Procurement, 2008; NI Assembly, 2009; NICVA, 2013). In Northern Ireland, social value legislation came into force in April 2016 for all public building projects over £2m requiring the promotion of employment opportunities for the long-term unemployed using social clauses.

Social Clauses obligate the contractor to create employment opportunities for targeted groups, such as graduates, apprenticeships and the long-term unemployed (LTU), as part of their tendering commitments (Barraket and Weissman, 2009). These obligations can be onerous for the contractor and there can often be a disconnect between employers and client's expectations (Barraket and Weissman, 2009; Eadie and Rafferty, 2014). This study is particularly interested in the effects on the long-term unemployed who take on work, through social clauses opportunities, in the expectation of improved life conditions.

As part of the procurement contracts, long-term-unemployed employees are recruited from 1 of 2 categories namely;

those who are (a) over 25yrs and have been unemployed for over 52 weeks, or (b) under 25yrs and unemployed for over 26 weeks. The employment opportunity is fixed term/short-term and usually lasts for the duration of the contract or until a specified work package or trade has been completed. The Contractor is then required to re-recruit for another new entrant to take his or her place. Most persons are recruited initially through a recruitment agency who acts as a broker between the employee and employer. Many of the new entrants have no previous construction experience and need to be provided with on-the-job training prior to employment. This presents a range of challenges for the employer, including cultural and financial, as well as the potential to undermine the perceived benefits of the opportunity of the employee. Part of this study seeks to understand what these challenges may be.

### 2.3 Unemployment

Persons employed under social clauses often come from disadvantaged communities and take up employment in the expectation that it will provide long-term sustainable work for them and their families. Winkelman and Winkleman (1998) identified that being unemployed not only causes an absence of a source of income but also detrimental effects in terms of relationships, identity in society and individual self-esteem. The effects of sustained unemployment can lead to outcomes such as increased mortality, suicide risk and crime rates (Wadsworth *et al.*, 1999). Furthermore, poor quality jobs often act as 'poverty traps' trapping people into cycles of unemployment and re-employment rather than acting as 'stepping stones' into fulfilling work (Simms *et al.*, 2013).

Research has shown that a period of unemployment followed by re-employment can have significant beneficial impacts on a person's wellbeing (What works wellbeing, 2017). The challenge for the construction industry is to ensure that interventions, such as social clauses, produce quality work opportunities with sustainable outcomes. The concern is that the drive to generate employment to meet government legislation may become a 'tick-box' exercise facilitating employer targets but with little cognisance to the wellbeing of the employee.

## 2.4 Wellbeing

Wellbeing measures how people feel about their lives. It is their own assessment of how things are going (Snape *et al.*, 2016). Unemployment, and re-employment, is one of the most important factors affecting individual wellbeing, with positive and negative impacts going beyond the effects on income (What Works Wellbeing, 2017). Benefits of employment are also dependent on gender as well as the quality of the work being offered and whether the job is temporary or permanent. A study by Llana-Nozal (2009) evidenced that an increase in wellbeing is less for those who transition into a job with poor prestige, low pay or limited autonomy. Lucas found that even through wellbeing recovers on employment; unemployment alters the 'set point' for life satisfaction, and wellbeing levels will not usually revert to pre-unemployment levels (Lucas *et al.*, 2004). Eaves identified that to explore workers' understanding of their wellbeing, engagement of the workforce needs to be encouraged and outcomes actively fed back into the organisation's processes (Eaves *et al.*, 2016).

However, employee wellbeing is not determined by one factor. Health, relationships, environment, security, purpose etc all play a role. Since wellbeing is a multi-dimensional construct it requires a multi-dimensional approach for investigation (Huppert, 2017). Therefore, any study needs to be holistic and comprehensive in measuring impacts across a range of factors.

## 3.0 RESEARCH DESIGN

In overview, existing literature was reviewed to establish the 'state of the art' of key themes in and around the research area. Using these insights two conceptual models are formulated. These are used to evaluate the results of data extracted from interviews and surveys of employees and employers from 10 projects. The resulting data is subject to both statistical analysis as well as qualitative insights. Overall observations are discussed, and reflections considered.

The study was designed using four phases of investigation (see Figure 1). In summary, the four phases are:

### Phase 1 Wellbeing.

A review of wellbeing literature is subject to thematic synthesis to establish the key themes which have an impact on employee wellbeing in re-employment situations. Using these themes a Wellbeing Framework is formulated which is used to develop the questionnaire for employees working under social clause contracts.

### Phase 2 Social Value and Procurement.

A Boolean search is used to undertake a review of social value and

procurement literature. Using the key factors established, a survey is designed to ascertain the views of employers.

### Phase 3 Interviews and Surveys.

Semi-structured interviews are carried out on 42 employees across 10 projects. 30 survey responses are received from construction employers.

### Phase 3A Additional Work

An investigation was carried out into the existing “Buy Social” Social Clauses

through on-line questionnaires to those construction contractors involved in the “Buy Social” Pilot Schemes.

### Phase 4 Synthesis and Reflection.

Results from the semi-structured interviews and surveys are subject to statistical and qualitative analysis. Observations are aligned to identify scholarly insights to inform praxis.

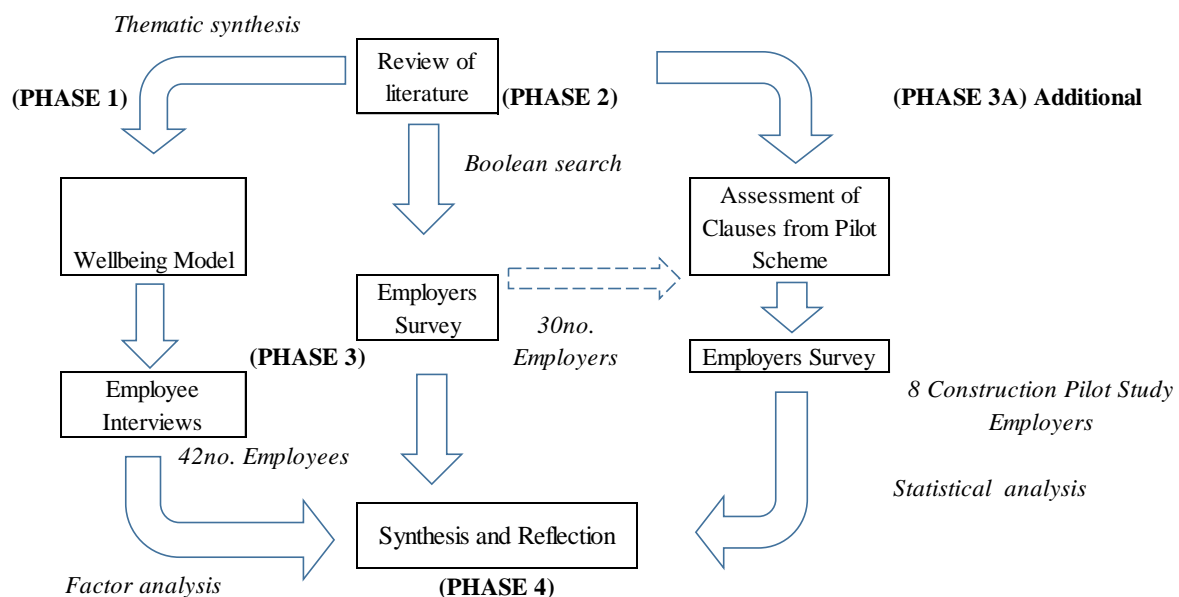


Figure 1 Investigative Phases

### 3.1 Phase 1 – Wellbeing

Developed from the literature, a Wellbeing Framework was developed which comprised key themes and factors affecting wellbeing. A literature search was conducted on online journal databases, including EBSCO Business Source Premier, ISI Web of Knowledge, SSRN, Emerald and ProQuest. Papers were reviewed using title, keyword and abstract. Additionally,

a search was made of relevant national and European wellbeing-related surveys such as Skills and Employment Survey (Felstead *et al.*, 2013), the Workplace Employment Relations Survey (Kersley *et al.*, 2005) and the New Economic Foundation’s ‘Five Ways to Wellbeing’ survey (NEF, 2008). Also reviewed was a recent study published by the What Works Wellbeing Centre which investigated the effects of unemployment on

wellbeing across several industry types and countries (What Works Wellbeing, 2017). Other surveys, peculiar to the study were reviewed including the MACE wellbeing survey and various Health and Safety toolkits.

Thematic analysis of the collected literature was undertaken in an inductive fashion, so as not to determine the themes a priori (Laplume *et al.*, 2008). Evaluation techniques as recommended by Ryan and Bernard were used to identify repetitions, similarities and differences across various studies and surveys (Ryan and Bernard, 2003).

Six key themes were identified from the literature which have an impact on employee wellbeing namely, (1) Health and Wellbeing, (2) Environment and Context, (3) Relationships and Connectedness (4) Purpose and Growth (5) Employability and (6) Sustainable employment. The six themes were not mutually exclusive.

Under each theme, the specific factors that affected employee wellbeing were extracted. These were used as the basis for core questions which can be included as part of semi-structured interviews.

For each specific factor, a '*core question*' was identified i.e. a question that was comprehensive and could substitute for the larger number of detailed questions where relevant e.g.: an overall self-assessment of personal safety, rather than asking about individual activities which contribute to their safety. The reason for the '*core question*' was that it was anticipated that the study may only be able to enquire about employee wellbeing on a thematic level for reasons of sensitivity and cultural efficacy. Factor analysis was used to identify the most appropriate core questions for the range of factors identified. The Wellbeing Framework is shown in Table 1.

	Theme	Factors affecting wellbeing	Core question
1	Health and Wellbeing	<div>Work/Life balance</div> <div>Working patterns</div> <div>Rest and exercise</div> <div>Personal needs</div> <div>Enjoyment</div>	The job has had positive benefits for my overall health and wellbeing.
2	Environment and Context	<div>Tools and equipment</div> <div>Travel to work</div> <div>Training and Safety</div> <div>Welfare facilities</div> <div>Working hours</div>	The job has provided me with a safe and supportive working experience.
3	Relationships and Connectedness	<div>Teamworking</div> <div>Communication</div> <div>Aware of available support - formal/informal</div> <div>Mentoring</div> <div>Supporting others</div>	The job has enhanced my working relationships all management levels.
4	Purpose and Growth	<div>Awareness of expectations</div> <div>Ability to contribute</div> <div>Stretching and enabling growth</div> <div>Ability to influence decisions</div> <div>Motivation</div>	The job has developed my skills and improved my motivation.
5	Employability	<div>Personal investment</div> <div>Career progression</div> <div>Respecting others</div> <div>Appreciation and gratitude</div> <div>Critical appraisal</div>	The job has prepared me to secure future employment.
6	Sustainable employment	<div>Remuneration</div> <div>Increased competence</div> <div>Engagement</div> <div>Clear goals and line of sight</div> <div>Sense of accomplishment</div>	The job has increased my prospects of staying in employment

Table 1 The Wellbeing Framework

### 3.2 Phase 2 – Social Value and Procurement

An extensive review of historical and recent literature was undertaken from global, national and regional perspectives on social value and procurement. The literature focused on academic outputs between 2000–2017 although, as discussed previously, the field has its roots earlier in areas of public procurement, social sustainability, employability and the evolution of Corporate Social Responsibility (McCrudden, 2007).

In line with previous scholarly approaches, keywords were produced from the literature to form Boolean phrases and used to further search the literature (Carter, 2005; Hoejmosse and Adrien-Kirby, 2012). The search was conducted on online journal databases, including EBSCO Business Source Premier, ISI Web of Knowledge, SSRN, Emerald and ProQuest. Each paper was reviewed for title, keyword and abstract to ensure that the content of the paper was appropriate for the analysis. A framework for the Boolean search was established and an exemplar section set out in Figure 2.

The search technique yielded 107 articles including peer-reviewed academic articles, industry papers, reports and legislative briefings. All identified articles were reviewed and independently agreed on as directly and/or indirectly addressing the articles' main focus of socially responsible procurement. The exact terminology used in an article was of secondary importance to the concept expressed. Common 'expressions' were grouped according to the concept to which they referred (Ryan and Bernard, 2003, p: 95). For example, '*socially responsible procurement*' being expressed as '*sustainable purchasing*'.

The results were divided into key factors which are either directly or indirectly applicable for employers namely (1) responsible purchasing (2) skills shortages (3) Corporate Social Responsibility, (4) public procurement (5) employability, (6) construction stakeholders, (7) Social/Public value, (8) unemployment and poverty and (9) measuring social value. The nine factors were not mutually exclusive and a Thematic Synthesis Matrix was developed. An extract from the Matrix is shown in Table 2.

EMPLOY\* or UNEMPLOY\* or LONG-TERM UNEMPLOY\* or COMMUN\* or  
COMMUNITY BENEFITS or SKILL\* or SKILLS SHORTAGE or CONSTRUCT\* or  
CONSTRUCTION SKILLS or CONSTRUCTION INDUSTRY or CONTRACT\* or  
CLIENT or PUBLIC SECTOR CLIENT

AND

PROCURE\* or PUBLIC PROCUREMENT or SUSTAINABLE PROCUREMENT or  
SOCIAL PROCUREMENT or RESPONSIBLE PROCUREMENT or SOCIALLY  
RESPONSIBLE PROCUREMENT or CORPORATE SOCIAL RESPONSIBILITY or CSR  
or SOCIAL RESPONSIBILITY or SOCIAL VALUE or SOCIAL CLAUSE or PUBLIC  
VALUE

Figure 2 Boolean search of key words from selected literature

Peer-reviewed literature 2000 - 2017																																												
Key:																																												
Key themes	Watermeyer (2000)	Thai (2001)	Dyllick and Hockerts (2002)	Worth (2003)	McCrudden (2004)	Fugate et al. (2004)	Carter and Jennings (2004)	Erridge (2005)	Doane (2005)	Devins and Hogarth (2005)	Carter (2005)	Jones et al., (2006)	McQuaid and Lindsay (2005)	De Bakker et al. (2005)	Erridge (2007)	Erridge and Hennigan (2007)	McArdle et al (2007)	McCrudden (2007)	Thai and Piga (2007)	Worthington et al (2008)	NEF (2008)	Walker and Brammer (2009)	Barraket & Weissman (2009)	Kattel and Lember (2010)	Leire and Mont (2010)	Eadie et al (2011)	Sourani (2011)	Brammer and Walker (2011)	Pryke (2012)	Hoejmose and Adrien-Kirby (2012)	Koen et al (2013)	Eadie and Rafferty (2014)	MacFarlane (2014)	Blee and Pidgeon (2014)	Farag and McDermott (2015)	Burke and King (2015)	Bridgeman et al (2015)	Watts et al (2015)	Loosemore (2016)	Watts et al (2016)	Bridgeman et al (2016)	Halloran (2017)		
Responsible Purchasing	X	X	X		X		O	X			O				X	X		X	X	O		O	O		O	X	O	X		O		X	X	O	X	X			O			O		
Skills shortage	O									X			X																															
Corporate Social Responsibility (CSR)			O				O		O			O		O						X						X				X		O							O	X	O			
Public Procurement	O	O			O			O							O	O		O	O	X		X	X	O		O		O	O					X	X	O	O				O	X		X
Employability				O		O				O			O				O															O												
Construction Stakeholders		X										X			X	X									X	X	O	X					X						X	X		X	X	
Social/Public Value			X	X	O	X		O										O			O		X	X					X								O	O	O		O		O	X
Unemployment and Poverty	O			X	X	X		X		O			X		X	X	O														X		O					X						
Measuring social value							O		X		O	X		O							O			X					O		X	X				O		O				O	O	

Table 2 An extract from the Thematic Synthesis Matrix



### 3.3 Phase 3 – Interviews and Surveys

The Wellbeing Framework and Thematic Matrix were used to formulate the survey and semi-structured interviews for Phase 3. Projects and participants were selected, and sample groups identified. Interviews and surveys were piloted, and adjustments made where necessary. These preparations are set out below:

#### 3.3.1 Employee Survey

The employee semi-structured interview was devised based on the factors and core questions collated in the Wellbeing Framework. Participants were selected from 2 groups of long-term-unemployed new entrants namely:

- (1) persons under 25yrs who have been unemployed for more than 26 weeks prior to taking up employment;
- (2) persons 25yrs and over who have been unemployed for more than 52 weeks prior to taking up employment.

Interviews were carried out with 42 employees across 10 live projects. 42 responses were received out of 50 invitations to participate. Interviews were scheduled across an 18-month period.

A consistent scale was required for the questionnaire which would enable reliable benchmarking across the responses. Previous studies have found that different scales across different wellbeing questions can make Appendix 1 – Employee survey)

benchmarking inconsistent and difficult to compare (Huppert, 2017). The objective was to identify a scale which could be used across multi questions and which involved least number of questions being modified. Question scaling focused on the evaluation of attitudes (Strongly Disagree through to Strongly Agree) and levels of satisfaction (Very Dissatisfied to Very Satisfied) as opposed to behavioural (Sometimes and Never) and/or closed evaluations (Very bad/Very good or Yes/No).

Following the design and benchmarking of the questionnaire, peer-review was undertaken to assess whether the survey covered all the factors in the Wellbeing Framework with at least one question. The completed semi-structured interview template comprised three main sections:

**Section A** included general participant and contextual questions to establish participant details, context and demographic.

**Section B** was concerned with the induction and training experienced by the participants. Employees were asked in what ways did their work induction enable them to understand the duties, responsibilities, and performance standards required of them.

**Section C** presented specific wellbeing-related questions to employees to explore their perceptions and wellbeing experiences of working under social clause provision.

### 3.4 (See

Respondents were required to rank questions against a 5-point Likert scale

and, additionally, to rank the order of preference of their responses.

#### 3.4.1 Employer Survey

A survey of employers was constructed to investigate employer attitudes to social clauses. The 9 factors identified in the Thematic Matrix were used to develop the employer survey. Companies were selected based on their current engagement in live contracts using social clauses (Buy Social, 2014). (See Table 1 The Wellbeing Framework). The geographical area and range of contracts were undertaken across both public and private projects. Access to the participating organisations and point of contact was provided by the regional public procurement agency, the Strategic Investment Board (SIB).

The respondents were classified into two groups: Group 1 comprised employers in which the primary clients were public sector projects and Group 2 clients operated on private projects.

The survey was sent to 50 participants between April 2017–December 2018. The survey was accompanied by a letter indicating the aim of the study and sent to company's personnel managers. Following a series of follow-up calls, a total of 30 organisations returned completed questionnaires in a usable format, representing a 60% response rate which is high for questionnaire surveys of the construction industry.

Using factor analysis, sub-themes were identified and questions generated from the Thematic Matrix. Additionally, a search was made of relevant national and European surveys on socially

Appendix 1 – Employer Survey)

responsible procurement such as the 'Communities Count: The Four Steps to Unlocking Social Value' study (Social Enterprise UK, 2014) and the 'Social Value Act Review'. Correlating questions were selected from the various surveys and duplicates removed. Where there were a number of questions addressing the same factor, a suitable question was selected by evaluating (a) appropriateness of the question to the factor, (b) ability to benchmark and (c) applicability to social value objectives. Having identified specific survey questions an appropriate scaling strategy was developed similar to that previously developed for the employee survey. The survey was structured into three main sections:

**Section A** was concerned with the tendering process, recruitment selection, training and induction of new employees. Employers were asked in what ways did their job induction enable employees to understand the job, responsibilities, and performance standards required.

**Section B** addressed the perceived benefits of social value from the contractor's perspective. Participants were asked how they considered social clauses maximised benefits to their business in terms of social cohesion and inclusion, personal well-being, sustainable development and equal opportunities.

**Section C** explored the perceived employer benefits and constraints of social clauses across the five categories identified in the Wellbeing Framework.

#### 3.5 (See

Respondents were asked to rank responses in Section B and C on a 7-point Likert scale: 1 indicating 'Strongly

agree' and 7 indicating 'Strongly disagree'. Additionally, they were asked to rank the order of preference of their responses. A standard protocol for administering the questionnaire was applied.

### 3.6 Phase 3A – Additional Surveys

Additional work was carried out to ascertain how the Buy-Social and previous social clauses had performed to inform the construction of the Wellbeing Framework and Thematic Matrix.

The data was gathered and analysed in a MySQL database populated from an on-line survey through the LimeSurvey software (LimeSurvey, 2018). LimeSurvey manages the survey process by distributing reminders, collecting the responses and allows the completion of the basic statistical analysis (Business Software, 2018).

In order to ensure that the questionnaire was worded appropriately a pilot study using informed academics and staff at the Strategic Investment Board who manage "Buy Social" was conducted but did not require any revision. Pre and post notification was carried out to increase the response rates. Sheenan (2001) suggests this increase can be as much as 25% (Sheehan, 2001).

All construction organisations listed as being involved in the "Buy Social" pilot project in NI were contacted and sent questionnaires (Buy Social, 2017). Service contracts were excluded, meaning the eight pilot construction projects were surveyed and full responses were received from each. The 100% response rate meets the validity requirements (Isaac and Michael, 1995) resulting in a maximum error of less than 5% in the responses. The relative importance index (RII) formula was used to rank respondents answers in order of importance. This is shown as Equation 1 below:-

$$RII = \frac{\sum W}{A \times N} \quad (0 \leq RII \leq 1)$$

Where:

W = weighting for each impact between 1 and 5, with 1 being least important and 5 being the most important

A = the highest weighting given by respondents

N = the number of respondents

(see **Appendix 2** – Contents of Survey Phase 3A Additional Work)

### 3.7 Phase 4 – Synthesis

Synthesis of the survey results was carried out using statistical analysis and qualitative appraisal (see Section 5.0 for details).

## 4.0 OBSERVATIONS

### 4.1 Quantitative analysis

Analysis of the results ranked responses based on mean values. Additionally, based on the theme groupings, analysis of variance *F* statistics and test for statistical significance was applied to investigate whether the perceptions of the respondents differed across the key themes. The resultant data was screened for univariate outliers. Seven out-of-range values, due to administrative errors, were identified and recoded as missing data. The minimum amount of data for analysis was satisfied, with a final data sample size of 210 providing a ratio of over 15 cases per variable. The analysis ranked responses based on mean values. Additionally, based on the data groupings, analysis of variance *F* statistics was applied to investigate whether the perceptions of the

respondents differed across the sector domains of the organisations.

Most of the respondents identified factors relating to 'Purpose and Growth', as the most significant affecting their experiences. This is followed by factors relating to 'Relationships and Connectedness'. Respondents did not consider that their employment represented a unique opportunity for long-term sustainable employment which presented a significantly higher mean than the average for the other factors observed (See Table 3). Specific factor results are set out in detail in the following sections.

Results were validated through reverse coding analysis which showed that there was a strong statistical significance between sustainable employment and purpose and growth. This was followed by medium correlation between factors relating to relationships and connectedness and health and wellbeing. At the 10% level of significance employability was not observed as having a significant correlation with sustainable employment or environment and context (See Table 4).

*Table 3 Frequency distribution of employee impacts across wellbeing factors*

Factor						
<i>PG</i>	<i>RC</i>	<i>Ep</i>	<i>HW</i>	<i>EC</i>	<i>SE</i>	<i>Total Av.</i>
1.048	1.286	1.333	1.190	1.071	2.310	
1.143	1.333	1.429	1.333	1.405	2.419	
1.310	1.619	1.452	1.667	1.571	2.381	
1.500	1.667	1.595	1.786	1.857	3.310	
2.071	2.262	2.786	3.333	3.452	3.357	
<b>1.414</b>	<b>1.633</b>	<b>1.719</b>	<b>1.862</b>	<b>1.871</b>	<b>2.755</b>	<b>1.876</b>

*Table 4 Variance analysis of factors against sustainable employment*

Factor								
<i>PG</i>	<i>RC</i>	<i>Ep</i>	<i>HW</i>	<i>EC</i>	<i>SE</i>	<i>Total Av.</i>	<i>F stat.</i>	<i>Sign.</i>
X					X	2.085	0.527	0.001
		X			X	2.237	0.806	0.075
	X				X	2.194	0.567	0.030
			X		X	2.309	0.373	0.036
				X	X	2.313	0.302	0.052

#### 4.1.1 Employer survey observations

Employers acknowledge the community benefits of social clauses as a means of alleviating unemployment and poverty as well as the advantages for meeting client requirements. Also, they recognise the potential for

enhancing their own reputation and future work prospects. Respondents did not consider that their organisations gained financially through the initiative or that training was an inconsequential factor in that consideration. These perceptions were validated through reverse coding analysis which showed

that most employers identified adverse financial implications as the most significant constraint of social clauses to their business. This was followed by concerns around the unreliability of workers especially those who had been out of work for longer than a year prior to taking up employment. Whilst respondents did not consider that additional business administration was a significant constraint to the

implementation of social clauses there was a significant concern regarding the quality of work being produced by the new recruits. At the 10% level of significance, the requirement for additional training of workers and concerns regarding the quality of the work being produced was considered by public sector firms more significant than by private sector firms. (See Table 5).

*Table 5 Frequency distribution of employer attitudes*

<i>Benefits</i>	<i>Total</i>	<i>Group</i>		<i>F stat.</i>	<i>Sign.</i>
		<i>1</i>	<i>2</i>		
Benefitting community - unemployment/poverty	1.900	1.667	2.133	0.547	0.014
Meeting client requirements	2.733	3.000	2.467	0.149	0.088
Employability - positive attitude of recruits	3.967	3.933	4.000	0.733	0.827
Addressing skills gap	4.133	4.333	3.933	0.041	0.510
Nurturing young talent	4.367	4.133	4.600	0.432	0.496
Minimal training required	4.700	5.067	4.333	0.189	0.102
Financial gain for company	5.000	5.133	4.867	1.000	0.827
<i>Constraints</i>	<i>Total</i>	<i>Group</i>		<i>F stat.</i>	<i>Sign.</i>
		<i>1</i>	<i>2</i>		
Adverse financial implications	2.200	2.067	2.333	0.947	0.164
Workers are unreliable	2.833	2.867	2.800	0.955	0.334
Temporary workers - no long-term commitment	3.500	3.533	3.467	0.762	0.774
Additional training required	3.633	3.467	3.800	0.710	0.096
Quality of work is compromised	3.867	4.133	3.600	0.646	0.027
Workers not 'job ready'	4.267	4.333	4.200	0.800	0.334
Requires additional business administration	4.933	4.867	5.000	0.864	0.164

## 4.2 Qualitative observations

Qualitative analysis was carried out using coding of key themes and factors through the application of NVivo software and manual cross-analysis.

### 4.2.1 Employer observations

It was observed that the majority of respondents in the employer survey identified community benefits, such as alleviating unemployment and poverty, as the most significant benefit of social clauses. Respondents did not consider that their organisations gained financially through social clauses or that

increased training and induction was an inconsequential factor in that consideration. A total of two items were eliminated because they did not contribute to a simple factor structure and failed to meet a minimum criteria of having a primary factor loading of 0.4 or above, and no cross-loading of 0.3 or above.

In terms of constraints, the majority of employers identified adverse financial implications as the most significant constraint in implementing social clauses to their organisations. Additionally, there were concerns regarding the reliability of workers.

However, respondents did not consider that additional business administration was a significant constraint even though there was concern regarding the quality of work being produced by the new recruits. However, it was acknowledged this could have been largely due to employees unfamiliarity with the construction industry. Overall, these observations indicated that four distinct factors were underlying employee responses and that these factors were moderately consistent.

#### *4.2.2 Employee observations*

Employees were asked to respond to a number of factors relating to their wellbeing under the 6 key themes:

##### **Purpose and Growth**

Participants were asked to respond to factors pertaining to their awareness of the expectations of them, their ability to contribute to the organisation and their ability to influence decisions made about them. Results showed that employees felt motivated to 'do their best' as part of the employment opportunity and that, to a lesser extent, the work they do is valuable and of significance to the company. Whilst respondents contend that they seek out opportunities to learn and develop new skills they did not necessarily feel part of decisions that affected their work.

##### **Relationships and Connectedness**

Participants responded to questions devised to assess their ability to communicate as part of a team and their perceptions of being supported by their employer. Results showed that employees were largely satisfied with their engagement at co-worker level. However, they did not consider there was 'open and respectful' engagement by management and the absence of

someone at work to talk to in confidence about non-work related matters impacted their sense of connectedness with the company. Additionally, employees did not feel they were able to support and help others on the job. Whether this was as a result of their own ineffectiveness or a lack of opportunity was not clear.

##### **Employability**

Participants were asked to respond to factors concerning their career progression including respect for others, personal investment in themselves as well as the ability to take critical feedback. Results showed that employees broadly embraced opportunities for self-improvement both within and outside of the workplace. Most respondents recognised the importance of others for job progression however many did not recognise the value of critical feedback to identify where improvements in their performance could be made. Further investigation may ascertain whether this response is age or gender-related.

##### **Health and Wellbeing**

Participants responded to factors pertaining to work/life balance and levels of job motivation. The majority of respondents agreed that they were provided with adequate rest periods and were able to reasonably balance the demands of the job with personal commitments. However, the most significant factor affecting their sense of wellbeing was a difficulty in 'switching off' or relaxing after the working day.

##### **Environment and Context**

Participants responded to questions pertaining to hygiene factors (Herzberg, 1968) such as training, safety and welfare provision to do the job. Travel-

to-work distance and company benefits were assessed. Results showed that employees were largely satisfied with the resources, equipment and safety provision provided for them to do the job, and that their duties were appropriate to their abilities. However, there was significant dissatisfaction identified concerning levels of pay. Pay levels under social clause contracts would usually be set to a common industry baseline regardless of type, location or value of the work with little scope for incentivisation and performance related benefits.

### **Sustainable Employment**

Participants were asked to respond to factors relating to future employment prospects, their sense of accomplishment and increase in competence. Overall, the results were largely non-committal with 85% of respondents opting to neither agree or disagree. This may indicate a level of uncertainty of the unknown or unfamiliarity with their present status. The most significant concern for respondents was the knowledge that the employment opportunity was short-term and may not help them secure future employment. This was further reinforced by their perception that there will be obstacles ahead that would prevent them from staying in employment. Further investigation is required to ascertain what these obstacles may be and the reasons for their concerns.

## **5.0 FURTHER ANALYSIS**

In order to suggest a new and improved method of assessing social value the existing schemes needed to be further assessed.

Due to the 2016 start, the majority of respondents (63%) had only worked on

one to five contracts with social clauses. As all of those involved were working under the pilots 100% had experienced the government's model called "Buy Social", but additionally they indicated 63% had experience with the previous social clauses guidelines and 13% had experienced 'other' social clause initiatives. This provided another level of insight for the study.

The findings of this analysis indicated that the percentage of organisations supporting the outcomes from the "Buy Social" scheme is double that of the previous version of the social clauses. This indicates that the Government is on the right trajectory with the additional support and funding provided. While the findings indicate that organisations would still voluntarily carry out Corporate Social Responsibility and employ, on a charitable basis, the additional support and funding for the Buy Social initiative has improved the adoption rate and increased the support for the initiative.

A comparison was carried out on the Buy Social scheme and the previous Social Clause schemes. A number of very positive aspects of "Buy Social" can be seen from Table 6. The original social clauses were considered as charity with giving back to society ranked in top position and the legal obligation to hire and train in joint second place. However, these aspects have dropped to second and third positions respectively in the current Buy Social scheme. The skills shortage in construction can be seen to have changed the main background driver on the benefit side to "Find and develop new or young talent". This suggests that the introduction of "Buy Social" has encouraged organisations to realise the employment benefits of social clauses by securing talented employees.

*Table 6 Comparison of benefits of both schemes*

	"Buy Social"				Previous Social Clauses			
	W	AxN	RII	Rank	W	AxN	RII	Rank
Find and develop new or young talent	26	35	0.74	1	15	25	0.6	4
Giving back to society	25	35	0.71	2	18	25	0.72	1
Must hire people to fill legal obligations	24	35	0.69	3	17	25	0.68	2
Train employees up from an early level and avail of experience	23	35	0.66	4	17	25	0.68	2
Help improve unemployment and youth unemployment rate	22	35	0.63	5	15	25	0.6	4
Retention rate	20	35	0.57	6	14	25	0.56	6
Fill employment gaps	18	35	0.51	7	14	25	0.56	6
Financial Gain	14	35	0.40	8	11	25	0.44	8

Table 7 indicates the ranking negative aspects of employment under the social clauses. The fact that the employees under the "Buy Social" scheme now have a possible fully funded academic element to the employment available to them has seen the negative financial implications drop from a rank of first place under the old scheme to fifth position under "Buy Social". The lack of a guarantee of long-term work has now risen to be the dominant negative from the current "Buy Social" scheme. It was ranked in second place under the

previous scheme but is now ranked in first position. Means of ameliorating this impact should be sought by those working in government policy. Financial gain was considered least important for both schemes: RII of 0.40 and 0.44 respectively. Additionally, financial gain, retention rate and filling employment gaps were ranked the lowest three impacts for both schemes. This indicates that social clauses are more about employee benefits than financial gain.

*Table 7 Comparison of negatives of both schemes*

	"Buy Social"				Previous Social Clauses			
	W	AxN	RII	Rank	W	AxN	RII	Rank
Employees not guaranteed to be long term	30	35	0.86	1	20	25	0.8	2
Quality and speed of work can be compromised	27	35	0.77	2	19	25	0.76	3
Employees can lack skills, experience and competency	27	35	0.77	2	19	25	0.76	3
Additional training is required	26	35	0.74	4	19	25	0.76	3
Negative financial implications	24	35	0.69	5	21	25	0.84	1
Unreliable	23	35	0.66	6	17	25	0.68	6
Inconvenient	20	35	0.57	7	17	25	0.68	6



The negative impacts of unreliability and inconvenience suggested by previous literature appear to not be as important as some have suggested. These were ranked as the least important under both schemes. However, with the minimum RII of 0.57 they are still a concern to over half of the organisations.

Previously the negative financial impacts were criticised across literature and this was borne out in the findings in relation to the previous clauses despite some literature suggesting that adopting Social Clauses can also drive revenue. Erridge (2007) and Doane (2005) both criticised the profitability, financial impacts and increased costs associated with social clauses. In contrast, Dowd (2016) suggests social clauses drive revenue. The negative financial impact fell from first place under the old clauses to fifth place under the new clauses showing the financial and logistical support provided by government is essential to its success. Government support for funding for wellbeing and increased social value for construction projects is therefore vital to its success.

RSM McClure Watters (2013) suggest that training costs can be low raising uncertainty to why many respondents considered there to be additional cost impact. Therefore it is recommended that this area is investigated further to find out why respondents consider training to have financial implications as this is contradicted by the government

Buy Social (2017) advice which stated there were no financial impacts. Buy Social (2016) uses targeted recruitment and training (TR&T), suggesting minimal or no training is required, as well as minimal costs (MacFarlane, 2014). Findings showed that respondents found there is a need for some additional training, despite this literature suggesting need for little to no training.

Table 8 proves for the first time from an Employer perspective a wide range of proven improvements to employees and organisations, it is therefore recommended that social clauses are promoted more in the industry and included in more contracts as all of the factors came from government sources. However, with this research there is now empirical evidence of these improvements. It is suggested that more promotion of the social clause impacts from other sources other than government for example professional bodies are used to get the positive aspects better known.

One of the novel findings of this research was the differences in impact to each type of employee. The RII rankings and improvements to wellbeing, environment, employability and skills demonstrate similarities between younger employees such as students and apprentices but these differ from the long term unemployed (LTU). This suggests that there should be specific clauses for LTU persons and joint ones for the younger members: apprentices and students.

*Table 8 Improvements for new employees*

Number and Percentage of Pilot Schemes showing Improvement out of 8 total						
	Students		Apprentices		LTU	
	No.	%	No.	%	No.	%
<b>EMPLOYABILITY</b>						
Individual became more adaptable	5	62.5%	5	62.5%	5	62.5%
Increased opportunities	6	75.0%	5	62.5%	6	75.0%
Networking	2	25.0%	2	25.0%	4	50.0%
<b>WELLBEING</b>						
Confidence	5	62.5%	4	50.0%	5	62.5%
Working Relationships	6	75.0%	6	75.0%	4	50.0%
Health and Safety	5	62.5%	5	62.5%	5	62.5%
Overall Wellbeing	3	37.5%	3	37.5%	5	62.5%
<b>SKILLS</b>						
Technical skills	5	62.5%	6	75.0%	5	62.5%
Communication and people skills	6	75.0%	5	62.5%	5	62.5%
Organisational skills	4	50.0%	4	50.0%	6	75.0%
<b>ENVIRONMENT</b>						
Providing a suitable environment	6	75.0%	5	62.5%	5	62.5%
Addition or change of training	4	50.0%	4	50.0%	4	50.0%
Change in facilities provided	1	12.5%	3	37.5%	1	12.5%
Level of contribution	1	12.5%	4	50.0%	3	37.5%
Change working patterns to suit	3	37.5%	3	37.5%	3	37.5%

Using the 4 specific factors as identified in the Wellbeing Model to review these in detail: Employability, Wellbeing, Skills and Environment.

#### *5.1.1 Improvements to Employability*

Table 8 indicates that 6 out of 8 pilots (75%) reported increased opportunities for students and LTU with 5 out of 8 (62.5%) reporting this for apprentices. A similar amount 5 out of 8 (62.5%) reported in all three categories that the employee became more adaptable. The third element networking had a disappointing result. Half of the pilots reported that it allowed LTU to network; however, networking appears limited for apprentices and students with only 2 out of 8 indicating an increase.

#### *5.1.2 Improvements to Wellbeing*

Over half of the organisations reported an increase in wellbeing in three out of

the four categories shown in Table 8. Predominantly positive results were seen in confidence, working relationships and Health and Safety for all three groups. The overall wellbeing shows reporting of a larger improvement for LTU which indicates that the self-respect from the employment means a lot to them having experienced a time where they could not find work.

#### *5.1.3 Improvements to Skills*

The skills improvement within the groupings produced majority positive results from all the categories. This shows that the social clauses have a positive impact on skills development and accomplishes the positive outcome intended in the main.

#### *5.1.4 Improvements to Environment*

All employers considered the provision of a suitable environment to be the biggest improvement in the overall environment section. This indicates that that the move from school or from unemployed status is advantageous in terms of improved mental health. Training was found to be a positive outcome of the social clauses by the majority of employers. However, level of contribution, having to change facilities and working patterns were considered minor aspects. This indicates that the majority of those employed fitted into the ethos and structure of the organisations involved.

In Table 9 and 10 respondents were asked to rank positive and negative impacts in order of importance for students, apprentices and the LTU. Table 9 indicates these rankings from a positive standpoint and Table 10 from a

negative. The highest ranked positive impact for students and apprentices was gaining industry experience with an RII of 0.97 and 0.83 respectively, and for LTU it was employment (RII= 0.91). The impact deemed least important to students and apprentices was paid employment with an RII of 0.83 and 0.70 respectively but to the LTU it was developing skills (RII=0.49). The LTU consider paid employment as most important in contrast to students and apprentices where it is deemed least important. Students and apprentices ranked gaining and developing skills higher than the LTU as they often require industry experience as part of academic study, but it also has many benefits for the long term unemployed, the security of paid employment is a clear benefit, thus considered most important.

*Table 9 Benefits to different types of NET*

	Students				Apprentices				Long Term Unemployed			
	$\Sigma W$	AxN	RII	Rank	$\Sigma W$	AxN	RII	Rank	$\Sigma W$	AxN	RII	Rank
Gain industry experience	29	30	0.97	1	25	30	0.83	1	31	35	0.89	2
Gain or develop skills	28	30	0.93	2	25	30	0.83	1	28	35	0.49	5
Professional development	28	30	0.93	2	25	30	0.83	1	24	35	0.80	3
Fulfil educational requirements	27	30	0.90	4	25	30	0.83	1	17	35	0.69	4
Paid employment	25	30	0.83	5	21	30	0.70	2	32	35	0.91	1

Table 2 indicates a clear trend for the most important negative impacts of social clauses as NET's ranked two impacts as most important; Employment only lasting a short time or the duration of a contract (students Rank 2, apprentices Rank 1, LTU Rank 1) and no guarantee of future employment (Students Rank 1,

apprentices Rank 2, LTU Rank 3). There was a drop in importance to the final three negative impacts whose importance varied between the groupings. The rankings indicate that students and apprentices seek employment and industry experience over further training.

Table 10 Negatives to different types of NET

	Students				Apprentices				Long Term Unemployed			
	$\Sigma W$	$\Sigma N$	R/I	Rank	$\Sigma W$	$\Sigma N$	R/I	Rank	$\Sigma W$	$\Sigma N$	R/I	Rank
No guarantee of future employment	25	30	0.83	1	23	30	0.77	2	24	35	0.69	2
Employment may be only be for the duration of a contract or short time	24	30	0.80	2	25	30	0.83	1	30	35	0.86	1
Quality of guidance and direction not guaranteed	19	30	0.63	3	17	30	0.57	4	16	35	0.46	5
Limited to certain contracts or organisations	18	30	0.60	4	18	30	0.60	3	17	35	0.49	4
Additional training is required	16	30	0.53	5	17	30	0.57	4	23	35	0.66	3

What this section indicates is that employability through increased employment, experience, skills etc. and wellbeing are inextricably linked. This part of the study and the interview section (Section 5.1) both highlight the biggest benefit as employability. So, perspectives from different

stakeholders match. It shows that the concentration on employability as a means of increased social value as proposed by the Social Value Act (2012) has now got empirical evidence to back it up. These perspectives contributed to the Wellbeing Framework and Thematic Matrix.

## 6.0 DISCUSSION

Overall, results indicate that the wellbeing experiences for persons employed under social clauses are largely positive. Employees view short-term employment under social clauses as an opportunity for self-development and improvement of their personal circumstances. Results showed that they are very motivated by the opportunity and consider their work as valuable to the employing organisation. This positive attitude was acknowledged by the employers who commended the initiative demonstrated by many of the employees.

Employers acknowledge the societal and community benefits of social clauses as well as the advantages for meeting client requirements. They also

acknowledged the added potential for enhancing their reputation and future work prospects. However, there were concerns about potentially adverse financial impacts on the business as well as the negative effects on the efficient functioning of their existing supply chain.

Results showed that employers catered well for employee's physical needs in terms of Health and Safety provision, welfare facilities, training and rest periods. Whilst such factors were ranked highly by the employees, such hygiene factors (Herzberg, 1968) are commonplace in current construction industry practice so do not represent a significant divergence from standard practice.

In terms of relational wellbeing and connectedness, employees identified a good level of co-worker acceptance and support. However, there was a lack of similar engagement with management and the opportunity for open and personal discussion was not generally facilitated especially concerning non-work related issues. Employees did not feel they were included as part of decision-making about their work and especially their future in the company. Conversely, however, employees did not value critical appraisal about their work. Employers identified concerns with the unreliability of some employees citing anecdotal incidents of disorderly behaviour and absenteeism.

Rates of pay was a significant negative factor affecting employee's wellbeing, who often cited comparisons with mainstream employment opportunities outside the scheme. Pay levels under social clause conditions are normally set to a common baseline regardless of type, location or value of the work. Whilst employers were mindful of this differential, they cited increased training and supervision costs in justifying the lower base rate.

Employees expectations for future employment presented a significant concern for employee wellbeing. Whilst employers are often keen to retain employees beyond their short-term contracts - and employees were keen to be retained - social clause conditions do not easily facilitate transfer to permanent employment due to the necessity for the scheme to meet regular turnover targets of new applicants. Therefore, prospects for long-term employment work are compromised by the same scheme, which provided the initial opportunity. This represents a conundrum for the policy makers. Reasons for this, implications for social clause policy and

the effects on employees, need to be evaluated before the scheme can embed into practice.

## **7.0 REFLECTIONS**

### **Reflections for the construction industry and the architecture profession**

The practice of generating social value from construction purchasing is primarily the responsibility of government clients implemented through the contractor in construction contracts. Thus, social clauses are a preferred route for delivering social value into the community and the contractor is the vehicle through which to meet these goals. Socially responsible procurement represents a significant shift from standard contractor's practice in a number of ways. For example, through the creation of new roles within contracting organisations, such as Community Liaison Manager, in order to deliver social value or the adaption of performance targets to measure social value. Measuring social value requires the re-evaluation of the organisation's financial modelling to accommodate costs generated by social value initiatives which is essentially viewed as a non-profit-making activity. However conversely, the implementation of social clauses generates linkages with other construction processes such as Environmental Management and Health and Safety.

Interim results of the study indicate that the employment experiences for employees are overall positive, with the exception of rates of pay and prospects of long-term work following the opportunity. Employers acknowledge the societal benefits of the policy as well as the advantages for meeting client requirements. Also, the added potential

of enhancing their own reputation and future work prospects. However, whilst employers are often keen to retain employees beyond their short-term contracts - and employees are keen to be retained - the social clause conditions do not easily facilitate fixed term employment due to the necessity for the scheme to meet regular turnover targets of new recruits. Reasons for this, implications for social clause policy and the effects on employees, are currently being evaluated as well as what can be learnt from these findings to inform professional practice.

Employment opportunities created under social clauses are a positive move forward in improving wellbeing for disadvantaged individuals and communities. They are also a significant vehicle for meeting government 2020 targets on economic, environmental and social sustainability in construction. However, the study findings suggest a disconnect. Whilst social clauses are generally positive for employee wellbeing they are largely viewed as a contractual necessity by employers. Rates of pay are considered token rather than realistic and, considering the opportunity is temporary, unsustainable.

Sustainable implementation of social clauses requires flexibility of existing company processes and a greater focus on the needs of the individual. Whilst employers acknowledge that social clauses are a useful mechanism for social change their traditional systems and processes have not fully adapted to embrace the needs of employees.

There needs to be greater focus on social clause employment as paid employment rather than merely work experience, providing sustainable skills, stability and the growth for local communities. There also needs to be

potential within the scheme for converting fixed term contracts into long-term employment opportunities.

Successful implementation of interventions requires managerial commitment and integration of interventions with other systems in the company. There needs to be training at both management and operative level to embed sustainable attitudes and adaptable working practices into businesses.

Furthermore, employers are not qualified to deal with wellbeing issues outside of industry norms. Whilst this study was not primarily concerned with the mental health of employees, some findings did suggest areas of wellbeing which may require further investigation. Employees presented concerns that there may be obstacles ahead that would prevent them from staying in employment and did not feel they were able to support and help others on the project. Whether this was as a result of their own inability or lack of opportunities was not clear. However, a significant factor affecting sense of wellbeing was a difficulty in 'switching off' or relaxing after the working day. Reasons for this would require further investigation and suggests there needs to be greater holistic measurement of mental health-related impacts and outcomes at employee level. Employers and policy makers need to adopt more person-centric monitoring systems to ensure social obligations are being delivered as well as the legal requirements of these social value initiatives.

The demand for social value has required the industry to make a significant shift towards more relational and service-oriented outcomes. This study found that to advance current practice; policy makers, architects and

construction professional need to adopt a more person-centric approach to the design and implementation of social value activities. There is a need for holistic measurement of impacts and outcomes of social value to ensure that the social value required is appropriate for the context and community in which projects are being constructed. The introduction of social value has demonstrated that no longer is it acceptable to construct without cognisance to the social context: community, employees and wider stakeholders. The challenge for architects and policy makers is to understand the project context and ensure a bespoke solution rather than a standardised tool measured against community metrics and targets.

Social value has the potential for significant change in the industry. The complex nature of the construction procurement process means that radical change can only be sustainable if all stakeholders in the process are supported, encouraged and rewarded at every stage. Capturing employee participation and enhancing end-user experience is key for social value to succeed.

Furthermore, the architecture profession needs to be cognisant of these insights in informing the growing demand for integrated courses and Higher Level apprenticeships for architecture. The primary constraint to this is the profession's traditional inflexibility to innovation in education: flexibility in terms of pedagogic fluidity, transactional change and diversity in educational approaches.

With indications that the deployment of social value is now accelerating, the probability is that social clauses as a means to generating social value may prove to be significantly more

'disruptive' than mainstream technical improvements. The risk for the wider industry and architecture profession, including government agencies, is continuing to develop social value solely in terms of policies and procedures and failing to align these with practical evidence-based outcomes.

In terms of academic insights for further research, the findings showed there is a clear need for more person-centric studies aligning social value with the community context and conditions. Historically, this does not sit comfortably for construction-related research (Dainty, 2007) and will require the expansion of people-focussed studies using mixed and case study methods across longitudinal studies. Such research would inform the wider sector about the impacts and outcomes of social value initiatives and how effective social change can be sustained.

## **8.0 PUBLICATIONS RESULTING FROM THIS STUDY**

The result of this study, in addition to this Report, are two peer-reviewed publications in reputable industry journals:

Murphy, M., and Eadie, R. (2019). Socially responsible procurement: A service innovation for generating employment in construction. *Built Environment Project and Asset Management*, Vol. 9 (1), Pg. 138-152

Eadie, R., Murphy, M., and McCann, L. (2019), *An Analysis of Social Clause Impacts Between Various Options Tested in Government Construction Contracts*, in Proceedings of the IXth International Scientific Conference on Architecture and Civil Engineering, ArCivE 2019, Varna, Bulgaria.

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## 10.0 APPENDICES

## 10.1 Appendix 1 – Employee and Employer Surveys

### Section 1



# ***WELL-BEING IN THE WORKPLACE*** ***UNDER BUY SOCIAL*** **Employee Survey**

## KEY DEFINITIONS

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**What is Buy Social?** Buy Social is a way to maximise the benefits from public procurement in terms of personal well-being, social cohesion and inclusion, equal opportunities and sustainable development. One of the primary ways that social benefit has been achieved through public procurement is Targeted Recruitment and Training of New Entrants.

**Who is a New Entrant?** "New Entrant Trainees" are people who have no substantial work experience (such as school or college leavers) or long-term unemployed people. Some contracts also make special provision, for example, for people with disabilities, or for looked after children/care leavers or people with an offending background.

## INTRODUCTION

---

Thank you for participating in this *Wellbeing in the Workplace under Social Clauses* survey.

This survey asks you about your current employment and will take you approximately 20-30 minutes to complete. The survey does not request your name, email address or postal address. All information collected will be treated as private and confidential, in accordance with current privacy legislation.

Please read the *Information for Participants* before commencing the survey and sign the *Consent Form*.

## GENERAL

---

Age: 18-24yrs ☐ 25-34yrs ☐ 35-44yrs ☐ 45-54yrs ☐ 55-64yrs ☐ Start work date: \_\_\_\_\_ 20\_\_

Gender: ☐ Male ☐ Female Finish work date: \_\_\_\_\_ 20\_\_

What type of New Entrant Trainee are you:

- A. I am under 25yrs and was unemployed for more than 26 wks (6 months) before this job? ☐
- B. I am over 25yrs and was unemployed for more than 52 wks (1 yr) before this job? ☐
- C. I am undertaking a paid registered Apprenticeship? ☐

Employed by the Main Contractor ☐ Employed by a Sub-Contractor ☐ Other \_\_\_\_\_

If you are an Apprentice, please provide details of the Trade skills you are undertaking:

D. I am a student at university/college and taking an Industrial placement year/new graduate?



If you are the above, please state:

(1) Which educational establishment you are attending:

(2) The course you are taking:

## BACKGROUND

---

Describe any previous education qualifications e.g.: GCSE, A Level, BTEC HND, Higher Apprenticeship, Degree, Other (please state):

Describe your previous employment before this job (if applicable):

How did you hear about this job opportunity:

What do you hope to get out of this job?

---

Are you aware of the 'Buy Social' scheme?

Yes ☐ No ☐

If Yes, on a scale of 1-5 please rank how important do you think the 'Buy Social' scheme was in getting you this employment? Please tick one box.

- 1. Not important at all ☐
- 2. Slightly important ☐
- 3. Moderately important ☐
- 4. Very important ☐
- 5. Extremely important ☐



## PRE-START

---

When you started the job were you personally introduced to your new work colleagues, managers and other appropriate people during your first few days in the job? ☐ Yes ☐ No

Comments:

Did your Induction help you understand your job, responsibilities, and performance standards required? ☐ Yes ☐ No

Comments:

Were you provided with any training for the job? ☐ Yes ☐ No

If Yes,

(1) Please list the training attended:

(2) State who provided the training:

Do you feel there were any areas missing from your training programme? ☐ Yes ☐ No

If Yes, please list.

Are you clear about the duties of your job / what is expected from you? ☐ Yes ☐ No

If Yes, please

(1) describe your duties:

(2) what do you feel are the expectations of you in the job:

## EMPLOYMENT

---

How do you travel to and from work each day?

- ☐ Car (Personal or Taxi)  
☐ Public Transport (Bus / Train)  
☐ Bicycle  
☐ Walk  
☐ Other, please specify \_\_\_\_\_

What distance do you travel each day (return journey)? \_\_\_\_\_ miles

## HEALTH AND WELLBEING

---

The next five statements are about your Health and Wellbeing on the job. Please tick as appropriate.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
I am able to balance the demands of my work and personal life i.e.: work/life balance					
I usually have time during the day to take a break					
When I leave work I can easily 'wind down' and relax					
The management is attentive to my individual needs					
I enjoy coming in to work in the morning					

Additional comments:

## ENVIRONMENT AND CONTEXT

---

The next five statements are about the Environment and Context of the job. Please tick as appropriate.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
The equipment/materials/tools I've been given are suitable for me to do my job					
The distance I need to travel to get to work each day is reasonable					
I received adequate training to do my job properly					
The site welfare facilities are suitable for my needs					
Working hours are appropriate for me					

Additional comments:

## RELATIONSHIPS AND CONNECTEDNESS

---

The next five statements are about your Relationships and Connectedness on the job. Please tick as appropriate.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
I get along with my co-workers and work as part of a team					
I am communicated with openly and respectfully					
I feel supported by the people in my job					
I have someone at work I can talk to in confidence about non-work related matters					
I have been able to support and help others on the job					

Additional comments:

## PURPOSE AND GROWTH

---

The next five statements are about your Purpose and Growth on the job. Please tick as appropriate.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
I understand what is expected from me on the job					
I feel the work I do is valuable and worthwhile					
I look for opportunities to learn and develop new skills					
I am allowed to take part in decisions that affect my work					
I feel motivated to do my best.					

Additional comments:

## EMPLOYABILITY

---

The next five statements are about your Employability on the job. Please tick as appropriate.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
I have taken up new learning opportunities outside of work					
I am currently planning my next career move					
I seek out opportunities to commend other people and their work					
I recognize and thank others for their help					
I ask for feedback from my employer to see where I can improve					

Additional comments:

## SUSTAINABLE EMPLOYMENT

---

The next five statements are about the sustainability of your employment on the job. Please tick as appropriate.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
I feel my level of pay is appropriate for the work I do					
My level of responsibility has increased during the job					
I feel this job opportunity – even though short-term - will help me find future employment					
I don't see any obstacles ahead that would prevent me from staying in employment					
This opportunity has been a positive experience overall for me.					

Additional comments:

Have you any other comments, views or opinions that you feel you would like to make about your current employment?

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# WELL-BEING IN THE WORKPLACE UNDER BUY SOCIAL

## Employer Survey

### KEY DEFINITIONS

**What is Buy Social?** Buy Social is a way to maximise the benefits from public procurement in terms of personal well-being, social cohesion and inclusion, equal opportunities and sustainable development. One of the primary ways that social benefit has been achieved through public procurement is Targeted Recruitment and Training of New Entrants.

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### INTRODUCTION

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Please read the *Information for Participants* before commencing the survey and sign the *Consent Form*.

### PERSONAL BACKGROUND

**What is your company's business?**

- Contractor ☐  
 Sub-Contractor ☐  
 Consultant ☐  
 Client ☐  
 Multi-disciplinary ☐  
 Other (Please state) \_\_\_\_\_

**Approx. sector breakdown of Company's work:**

Public Sector \_\_\_\_\_ %  
 Private Sector \_\_\_\_\_ %  
 Total \_\_\_\_\_ %

**What is your position in the Company?** \_\_\_\_\_ **Gender:** ☐ Male ☐ Female

**How long have you been in this role?** \_\_\_\_\_ yrs

**How many projects/contracts have YOU been involved with which have required social clauses under the following guidelines?**

'Buy Social' \_\_\_\_\_ Section 106 Guidelines \_\_\_\_\_ Others (Please state) \_\_\_\_\_

## BACKGROUND

---

Please indicate which of the following areas you are involved with in the Company and describe your role in the boxes below:

- Employment for long-term unemployed people ☐
- Training for New Entrants ☐
- Identification and Development of Trade Skills in your existing workforce ☐
- Monitoring equal opportunities in the Buy Social recruitment process ☐

Employment for long-term unemployed people
Training for New Entrants
Development of trade skills in your existing workforce
Monitoring equal opportunities in the recruitment process

---

On a scale of 1-5 – how important do you think Buy Social is in contributing to the above areas? Please tick one box.

- 1. Not important at all ☐
- 2. Slightly important ☐
- 3. Moderately important ☐
- 4. Very important ☐
- 5. Extremely important ☐

## IMPACTS OF SOCIAL CLAUSES

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The primary objective of Buy Social is to maximise the benefits from public procurement in terms of:

1. Social cohesion and inclusion
2. Personal well-being (of the employee)
3. Sustainable development
4. Equal opportunities (See attached Diversity and Equality Form)

Bearing this in mind please respond to the following sections:

### SOCIAL COHESION AND INCLUSION

---

When an New Entrant starts the job are they personally introduced to their new work colleagues, managers and other appropriate people during your first few days in the job? ☐ Yes ☐ No

Comments:

Does their Induction clearly explain their job, responsibilities, and the performance standards required? ☐ Yes ☐ No

Comments:

Is a New Entrant provided with any training for the job? ☐ Yes ☐ No

If Yes,

(1) Please list the training provided:

(2) State who provides the training:

How is training monitored and re-assessed (if required)?

Please describe procedures:

Do you feel there are any areas missing from the training which would be useful to include? ☐ Yes ☐ No

If Yes, please state.

## PERSONAL WELLBEING (OF THE EMPLOYEE)

The next six statements are about the impact of Social Clauses on the personal wellbeing of the employee. Please tick as appropriate.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
There are formal processes and procedures in place to support the employee's welfare.					
The employee is assigned a person in the Company to whom they could approach regarding a non-work related matter					
The Company has a Personal Development Review process (PDR) in place during their contract.					
The employee is regularly informed about the Health and Safety requirements of his/her job.					
A training matrix for the employee is developed and reviewed during their contract.					
There are systems in place to prevent bullying and/or harassment of an individual on the job.					
The equipment/materials/tools that the employee has been given are suitable for them to do their job.					
The distance the employee needs to travel to get to work each day has been assessed.					
Adequate training has been provided to enable the employee to do their job.					
The site welfare facilities are suitable for the employees needs.					
Working hours expected have been assessed and are appropriate for the employee.					

Additional comments:



## SUSTAINABLE DEVELOPMENT

The next six statements are about the impact of Social Clauses on sustainable development in the Company. Please tick as appropriate.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
We are finding young / new talent for the Company.					
It makes good marketing sense for the Company to engage in Social Clauses					
We are giving 'something back' to the local Community					
Short-term contracts mean that quality of work can be compromised					
High-turnover of temporary workers can adversely impact productivity and morale					
Constant training is a drain on the company's resources					

Additional comments:

## ENHANCING EMPLOYABILITY OF THE EMPLOYEE

The next five statements are about the Employability of the employee on the job. Please tick as appropriate.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
During the contract we provide the employee with challenging, useful work.					
We encourage employees to take up new personal development opportunities outside the workplace.					
We actively promote opportunities for the employees to engage/get involved with the rest of the workforce.					
Where viable, the Company will seek to retain the employee after the contract period finishes..					
We will assist the employee to look for new work after their contract finishes.					

Additional comments:

Thank you for your time.

## 10.2 Appendix 2 – Contents of Survey Phase 3A Additional Work

There are 49 questions in this survey. Headings are provided and spaces for text have been truncated to save space.

### Personal Questions

**1 [A1]How long have you been in your current role in the organisation you are employed by? \***

Please choose **only one** of the following:

- ☐ 1 - 5 Years
- ☐ 6 - 10 Years
- ☐ 11 - 15 Years
- ☐ 16 - 20 Years
- ☐ 20+ Years

**2 [A2]What is your position in the organisation you are employed by? \***

Please choose **only one** of the following:

- ☐ Director / Partner
- ☐ Associate
- ☐ Senior Management
- ☐ Manager
- ☐ Junior
- ☐ Student/Trainee/Apprentice
- ☐ Other

**3 [A3]What is the business role of the organisation you are employed by? \***

Please choose **only one** of the following:

- ☐ Contractor
- ☐ Consultant
- ☐ Government / Civil Service Employee
- ☐ Government Fully Owned Company (GO-CO)
- ☐ Private Multi-Disciplinary Practice
- ☐ Public Private Partnership (PF2) Team
- ☐ Other

**4 [A4] What sector does the organisation you are employed by operate in? \***

Please choose **all** that apply:

- ☐ Public
- ☐ Private
- ☐ Voluntary
- ☐ Other:
- ☐

**5 [A5]For the organisation you are employed by, approximately what percentage of work is carried out in each sector Private, Public and Voluntary? \***

Please write your answer(s) here:

Public  
Private

Voluntary

Other

Please ensure that the numbers entered add up to 100%. If you do not work in a particular area please enter 0. Please note all boxes must be filled in

**6 [A6]How many contracts with social clauses have you personally worked on? \***

Please choose **only one** of the following:

- ☐ None
- ☐ 1 - 5
- ☐ 6 - 10
- ☐ 11 - 15
- ☐ 16 - 20
- ☐ 20+

**7 [A7]What is your experience working with social Clauses? \***

Please choose **all** that apply:

- ☐ Buy Social Northern Ireland
- ☐ Previous social clause guidelines in Northern Ireland
- ☐ Social clauses in other countries
- ☐ Other:

### **Experience of Social Clauses**

**8 [B1]According to the organisation you are employed by, which do you consider to have better outcomes? \***

Please choose **only one** of the following:

- ☐ Buy Social Northern Ireland
- ☐ Previous Social Clause Guidelines in Northern Ireland
- ☐ Not Sure

**9 [B2]Would you still contribute to Corporate Social Responsibility if social clauses were voluntary instead of a legal requirement? \***

Please choose **only one** of the following:

- ☐ Yes
- ☐ No
- ☐ Not Sure

**10 [B3]Would you contribute beyond what is required legally if social clauses were on a voluntary basis? \***

Please choose **only one** of the following:

- ☐ Yes
- ☐ No
- ☐ Not Sure

**11 [B4]In regard to training, which statement do you agree with the most? 'When an organisation undertakes a contract with social clauses there is...'** \*

Please choose **only one** of the following:

- ☐ Substantial additional training is required
- ☐ Additional training is required
- ☐ No difference in training required

- ☐ Slightly less training is required
- ☐ Much less training is required

**12 [B5]In regard to financial impacts, which statement do you agree with most? "When an organisation undertakes a contract with a social clause, there is..." \***

Please choose **only one** of the following:

- ☐ Substantial financial impact
- ☐ Some financial impact
- ☐ No financial impact
- ☐ Slightly less financial impact
- ☐ Substantially less financial impact

**13 [B6]Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause? \***

Please choose **all** that apply:

- ☐ Students
- ☐ Apprentices
- ☐ Long-Term Unemployed

**14 [B7]How many students are currently employed by the organisation that you are employed by? State an approximate number. \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please write your answer here:

**15 [B8]How many apprentices have been employed by the organisation that you are employed by? State an approximate number \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please write your answer here:

**16 [B9]How many individuals who have been long-term unemployed have been employed by the organisation that you are employed by? State an approximate number. \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please write your answer here:

## **Students**

**17 [C1]From an employer perspective, do you think the employability of students has improved due to placement under the social clauses? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose **all** that apply:

- ☐ Individual became more adaptable
- ☐ Increased opportunities
- ☐ Networking

**18 [C2]From an employer perspective, do you think the wellbeing of students has improved? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose **all** that apply:

- ☐ Confidence
- ☐ Working Relationships
- ☐ Health and Safety
- ☐ Overall Wellbeing

**19 [C3]From an employer perspective, do you think the skills of students have improved? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose **all** that apply:

- ☐ Technical skills
- ☐ Communication and people skills
- ☐ Organisational skills

**20 [C4]From an employer perspective, do you think the environment for students has improved? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose **all** that apply:

- ☐ Providing a suitable environment
- ☐ Addition or change of training
- ☐ Change in facilities provided
- ☐ Level of contribution
- ☐ Change working patterns to suit

**21 [C5] From the perspective of a student, what are the most significant positive impacts in regard to social clauses? Rank in order of importance 1 - 5 \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose the appropriate response for each item:

	1	2	3	4	5
Paid employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain industry experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfil educational requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain or develop skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ratings:

- 1 - Very Weak impact
- 2 - Weak impact
- 3 - Some impact
- 4 - Strong impact
- 5 - Very Strong impact

**22 [C6] From the perspective of a student, what are the most significant negative impacts in regard to social clauses? Rank in order of importance 1 - 5. \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose the appropriate response for each item:

	1	2	3	4	5
Employment may be only be for the duration of a contract or short time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional training is required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited to certain contracts or organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No guarantee of future employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of guidance and direction not guaranteed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ratings:-

- 1 - Very Weak impact
- 2 - Weak impact
- 3 - Some impact
- 4 - Strong impact
- 5 - Very Strong impact

**23 [C7]As your organisation did not employ students under Social Clauses you do not need to complete this section. Click next to continue**

**Only answer this question if the following conditions are met:**

° Answer was at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

### **Apprentices**

**24 [D1]From an employer perspective, do you think the employability of Apprentices have improved due to placement under the social clauses? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose **all** that apply:

- ☐ Individual became more adaptable
- ☐ Increased opportunities
- ☐ Networking

**25 [D2]From an employer perspective, do you think the wellbeing of Apprentices has improved? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose **all** that apply:

- ☐ Confidence
- ☐ Working Relationships
- ☐ Health and Safety
- ☐ Overall Wellbeing

**26 [D3]From an employer perspective, do you think the skills of apprentices have improved? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose **all** that apply:

- ☐ Technical skills
- ☐ Communication and people skills
- ☐ Organisational skills

**27 [D4] From an employer perspective, do you think the environment for apprentices has improved? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose **all** that apply:

- ☐ Providing a suitable environment
- ☐ Addition or change of training
- ☐ Change in facilities provided
- ☐ Level of contribution
- ☐ Change working patterns to suit

**28 [D5] From the perspective of an apprentice, what are the most significant positive impacts in regard to social clauses? Rank in order of importance 1 - 5 \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose the appropriate response for each item:

	1	2	3	4	5
Paid employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain industry experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfil educational requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain or develop skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ratings:

- 1 - Very Weak impact
- 2 - Weak impact
- 3 - Some impact
- 4 - Strong impact
- 5 - Very Strong impact

**29 [D6] From the perspective of an apprentice, what are the most significant negative impacts in regard to social clauses? Rank in order of importance 1 - 5. \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose the appropriate response for each item:

	1	2	3	4	5
Employment may be only be for the duration of a contract or short time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional training is required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited to certain contracts or organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No guarantee of future employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Quality of guidance and direction not guaranteed

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ratings:-

- 1 - Very Weak impact
- 2 - Weak impact
- 3 - Some impact
- 4 - Strong impact
- 5 - Very Strong impact

**30 [D7]As your organisation did not employ apprentices under Social Clauses you do not need to complete this section. Click next to continue**

**Only answer this question if the following conditions are met:**

° Answer was at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

### **Long Term Unemployed**

**31 [E1]From an employer perspective, do you think the employability of Long Term Unemployed has improved due to placement under the social clauses? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose **all** that apply:

- ☐ Individual became more adaptable
- ☐ Increased opportunities
- ☐ Networking

**32 [E2]From an employer perspective, do you think the wellbeing of Long Term Unemployed has improved? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose **all** that apply:

- ☐ Confidence
- ☐ Working Relationships
- ☐ Health and Safety
- ☐ Overall Wellbeing

**33 [E3]From an employer perspective, do you think the skills of long term unemployed have improved? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose **all** that apply:

- ☐ Technical skills
- ☐ Communication and people skills
- ☐ Organisational skills

**34 [E4] From an employer perspective, do you think the environment for long term unemployed has improved? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose **all** that apply:

- ☐ Providing a suitable environment
- ☐ Addition or change of training
- ☐ Change in facilities provided
- ☐ Level of contribution
- ☐ Change working patterns to suit

**35 [E5] From the perspective of the long term unemployed, what are the most significant positive impacts in regard to social clauses? Rank in order of importance 1 - 5 \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose the appropriate response for each item:

	1	2	3	4	5
Paid employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain industry experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfil educational requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain or develop skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ratings:

- 1 - Very Weak impact
- 2 - Weak impact
- 3 - Some impact
- 4 - Strong impact
- 5 - Very Strong impact

**36 [E6] From the perspective of the long term unemployed, what are the most significant negative impacts in regard to social clauses? Rank in order of importance 1 - 5. \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

Please choose the appropriate response for each item:

	1	2	3	4	5
Employment may be only be for the duration of a contract or short time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional training is required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited to certain contracts or organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No guarantee of future employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Quality of guidance and direction not guaranteed

1      2      3      4      5

☐   ☐   ☐   ☐   ☐

Ratings:-

- 1 - Very Weak impact
- 2 - Weak impact
- 3 - Some impact
- 4 - Strong impact
- 5 - Very Strong impact

**37 [E7]As your organisation did not employ long term unemployed under Social Clauses you do not need to complete this section. Click next to continue**

**Only answer this question if the following conditions are met:**

° Answer was at question '13 [B6]' (Either currently or in the past, have any of the following groups been employed by the organisation that you are employed by through a social clause?)

**Experience of Buy Social**

**38 [F1]How did you find out about Buy Social Northern Ireland? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '7 [A7]' (What is your experience working with social Clauses? )

Please choose **all** that apply:

- ☐ Government Organisation
- ☐ Professional Institution
- ☐ Personal Research
- ☐ Other:

**39 [F2]On a scale of 1 to 5, how well do you consider you know the Buy Social model? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '7 [A7]' (What is your experience working with social Clauses? )

Please choose **only one** of the following:

- ☐ 1 Very Weak Knowledge
- ☐ 2 Weak Knowledge
- ☐ 3 Some Knowledge
- ☐ 4 Strong Knowledge
- ☐ 5 Very Strong Knowledge

**40 [F3] From the viewpoint of the organisation you are employed by, what do you consider are the most significant positive impacts of Buy Social? Rate each on a scale from 1 to 5. \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '7 [A7]' (What is your experience working with social Clauses? )

Please choose the appropriate response for each item:

	1	2	3	4	5
Giving back to society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find and develop new or young talent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Train employees up from an early level and avail of their experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial gain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fill employment gaps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retention rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Must hire people to fill legal obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help improve unemployment and youth unemployment rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1 - Very Weak  
2 - Weak  
3 - Some  
4 - Strong  
5 - Very Strong

**41 [F4] From the viewpoint of the organisation you are employed by, what do you feel are the most significant negative impacts of Buy Social? Rate each on a scale from 1 to 5 \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '7 [A7]' (What is your experience working with social Clauses? )

Please choose the appropriate response for each item:

	1	2	3	4	5
Negative financial implications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional training is required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees can lack skills, experience and competency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees not guaranteed to be long term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality and speed of work can be compromised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unreliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inconvenient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1 - Very Weak  
2 - Weak  
3 - Some  
4 - Strong  
5 - Very Strong

**42 [F5]As you have indicated that you have no practical experience of Buy Social you do not need to complete this section. Click Next to continue**  
**Only answer this question if the following conditions are met:**

° Answer was at question '7 [A7]' (What is your experience working with social Clauses? )

#### **Experience of Previous Social Clause Guidelines**

**43 [G1]How did you find out about the previous Social Clause Guidelines for Northern Ireland? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '7 [A7]' (What is your experience working with social Clauses? )

Please choose **all** that apply:

- ☐ Government Organisation
- ☐ Professional Institution
- ☐ Personal Research
- ☐ Other:

**44 [G2]On a scale of 1 to 5, how well do you consider you know the previous Social Clause Model? \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '7 [A7]' (What is your experience working with social Clauses? )

Please choose **only one** of the following:

- ☐ 1 Very Weak Knowledge
- ☐ 2 Weak Knowledge
- ☐ 3 Some Knowledge
- ☐ 4 Strong Knowledge
- ☐ 5 Very Strong Knowledge

**45 [G3]From the viewpoint of the organisation you are employed by, what do you consider are the most significant positive impacts of the Previous Social Clause Model? Rate each on a scale from 1 to 5. \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '7 [A7]' (What is your experience working with social Clauses? )

Please choose the appropriate response for each item:

	1	2	3	4	5
Giving back to society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find and develop new or young talent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Train employees up from an early level and avail of their experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial gain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fill employment gaps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retention rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Must hire people to fill legal obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help improve unemployment and youth unemployment rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 1 - Very Weak
- 2 - Weak
- 3 - Some
- 4 - Strong
- 5 - Very Strong

**46 [G4] From the viewpoint of the organisation you are employed by, what do you feel are the most significant negative impacts of Previous Social Clause Model? Rate each on a scale from 1 to 5 \***

**Only answer this question if the following conditions are met:**

° Answer was Y at question '7 [A7]' (What is your experience working with social Clauses? )

Please choose the appropriate response for each item:

	1	2	3	4	5
Negative financial implications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional training is required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees can lack skills, experience and competency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees not guaranteed to be long term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality and speed of work can be compromised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unreliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inconvenient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 1 - Very Weak
- 2 - Weak
- 3 - Some
- 4 - Strong
- 5 - Very Strong

**47 [G5] As you have indicated that you have no practical experience of Previous Social Clause Model you do not need to complete this section. Click next to continue**

**Only answer this question if the following conditions are met:**

° Answer was at question '7 [A7]' (What is your experience working with social Clauses? )

### Experience with other Social Clauses

**48 [H1] Do you consider that there is anything in other social clauses worldwide that you have worked on that could be added to Buy Social to improve it?**

**Only answer this question if the following conditions are met:**

° Answer was Y at question '7 [A7]' (What is your experience working with social Clauses? )

Please write your answer here:

**49 [H2]As you have indicated that you do not have experience on other social clauses worldwide you do not need to complete this section. Click Submit to finish. Thank you for your help and patience**

**Only answer this question if the following conditions are met:**

° Answer was at question '7 [A7]' (What is your experience working with social Clauses?

Please write your answer here:

Submit your survey.

Thank you for completing this survey.







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